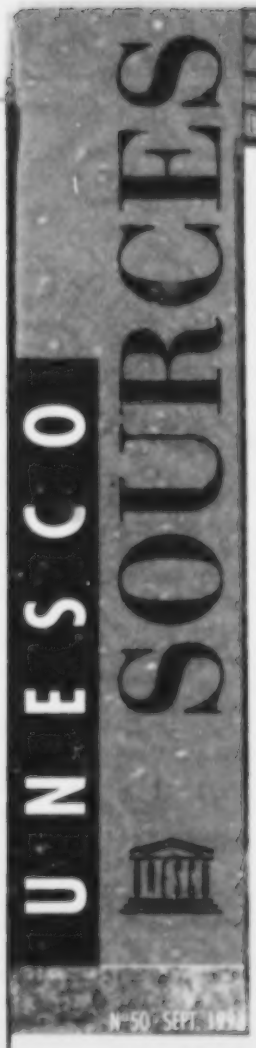

SPECIAL ISSUE
UNESCO IN 1994-95

UNITED WE STAND...?

UNESCO'S MAJOR PARTNERS

The National Commissions

Of UNESCO's 175 Member States (as of June 30), 165 have set up National Commissions (NACs). Under the Organization's Constitution, the NACs, composed of eminent members of the intellectual and scientific communities in each country, form the vital link between these communities and UNESCO.

Unique in this respect within the UN system, the NACs organize their own activities such as exhibitions and lectures.

They also disseminate information, often through publication of books and documents in national languages, and, not least, they participate actively in the elaboration, execution and evaluation of UNESCO's programme.

In addition, regular meetings of the Secretaries General on the regional and interregional level serve to keep UNESCO informed on local as well as global needs and aspirations.

To reinforce the links with and between the National Commissions and through them with the dynamic forces of the intellectual community at national level, the sum allocated for this purpose will be doubled in 1994-95.

The United Nations System

While UNESCO is primarily responsible to its own Member States, it also belongs to the United Nations family, sharing the same ideals and goals, and maintaining different forms of cooperative relations with the other specialized agencies.

UNESCO participates in the joint machinery for concertation and coordination within the UN system. Besides sharing information and know-how with sister agencies in the areas of basic education, the environment, development, the promotion of human rights, peace and democracy, etc., the Organization participates in cooperative programmes and joint projects, or assumes the role of "key actor" for others. Among these are follow-up activities to the World Conference on Education for All (Jomtien, Thailand 1990) and the Rio Earth Summit (Brazil, 1992).

Financing, in this case "extra-budgetary", comes mainly from the UN Development Programme (UNDP), the UN Population Fund (UNFPA), the UN Children's Fund (UNICEF), the Environment Programme (UNEP), as well as from the World Bank and regional development banks.

Non-Governmental Organizations and Foundations

International and regional Non-governmental Organizations (NGOs) which have branches in many countries, bring together professionals as well as members of social movements directly concerned with UNESCO's goals: educators, scientists, authors, librarians, musicologists, journalists, editors, youth and human rights groups, etc. The same is true for Foundations.

Accordingly, UNESCO maintains "consultative and associate relations" with 581 NGOs and 20 Foundations on international and regional levels, for both the preparation and execution of the programme. These include organizations as varied as Amnesty International, the World Scout Movement and the International Council of Scientific Unions.

In addition to contracts for specific activities signed with over 200 organizations for a total of about $4,000,000 over the 1992-1993 period, UNESCO grants subventions to NGOs - over $3 million to about 20 organizations in 1994-95 - *"which make a particularly valuable contribution to the achievement of UNESCO's goals."*

Associated Schools Project and UNESCO Clubs

Over 2,900 pre-school, primary and secondary schools and teacher-training institutions in 116 countries are involved in the Associated Schools Project (ASP). An international network set up to experiment ways and means for enhancing the role of education in preparing young people to live in a world community, the ASP is celebrating its 40th anniversary this year.

Closely associated with the ASP, often in carrying out joint projects in crucial areas such as literacy work and the environment, are the over 4,000 UNESCO Associations, Centres and Clubs - the first of which was founded in 1947 - in 110 countries. With members in all age groups, these are set up in schools, universities, for a wider public (Associations) or as permanent Centres, and since 1981, are grouped together as part of the World Federation of UNESCO Clubs, Centres and Associations.

To further the ideals of the Organization, the scope of their activities is virtually unlimited, ranging from reforestation and protection of the world's cultural and natural heritage, to human rights education, the promotion of women, etc.

No. 50

Hazard has it that this issue of UNESCO Sources is doubly significant: it presents, as on the eve of each General Conference, the Organization's proposed activities for 1994-95, and it marks the 50th edition of the magazine.

Traditionally, such anniversaries are used by the press to enumerate successes. So we won't let the occasion pass to mention the increasing interest that Sources has solicited. Bearing witness to this are the ever numerous requests for subscriptions and the development of various language versions in collaboration with the UNESCO Centre of Catalonia (Spanish and Catalan), the Xinhua News Agency (Chinese) and the Portuguese National Commission for UNESCO for the upcoming, renewed Portuguese edition.

But the real success of UNESCO Sources lies elsewhere.

The magazine is one of the information pipelines upon which the Organization relies. Thus, its primordial objective is not simply its own prosperity, as is the case with most publications: rather its aim is to help improve UNESCO's image, and, in this regard we consider our efforts have not been in vain. By presenting UNESCO's work, at Headquarters and in the field, supporting the advance of knowledge and its dissemination, UNESCO Sources has helped familiarize specialists - journalists mainly, but also teachers, scientists and those in the cultural field - and perhaps an even wider, more general audience, with the Organization's day to day workings.

Our second objective is "political" - extending the sense of the word beyond the affairs of a state or its government to encompass the whole planet. The promotion of the values of tolerance and solidarity, which are the Organization's raison d'être, underlies the message advanced by this magazine. These values, while more and more widely shared, are confronted each day by the rising tide of fanaticism and the gulf created by inequality. This confrontation is the battle we want, with you, to win.

UNESCO Sources

READEX
FICHE

Relief, yes. Uniform, no.

The advancing desert.

Polluting industries in Fos.

Cover photo :
Rio, Brazil
(Photo © IKONIUM/
Remo Barbey).

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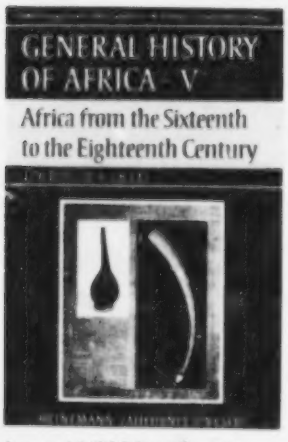
UNESCO SOURCES

Mandated by its Constitution to "maintain, increase and diffuse knowledge", UNESCO is a publishing house unlike any other. With more than 9,000 titles already to its credit and the number of its periodicals, currently about 20 magazines and some 50 newsletters produced at Headquarters or in Field Offices, totalling nearly 200 versions, the Organization today is able to provide an abundance of written material in support of its action.

BOOKS

1995 should see the completion of five monumental projects aimed at promoting a better understanding of the evolution of cultures and their contribution to the scientific and cultural development of humanity.

These include four **GENERAL HISTORIES**, covering **Africa** (of which the English edition is already out and the final volumes of the French and Arabic versions should appear during the course of the next biennium), **Latin America, the Caribbean and Central Asia**, and the **History of the Scientific and the History of the Scientific and Cultural Development of Mankind**.



Among UNESCO's "classic" reference works are:

STUDY ABROAD, now in its 28th edition, which offers thousands of opportunities for studies, fellowships and training courses in over 100 countries.

The **STATISTICAL YEARBOOK**, with over 1000 pages of tables and trilingual (Eng/Fr/Sp) text, presents a "world in figures" about education, science, technology, culture, the social sciences and communication.

The **WORLD EDUCATION REPORT**, a biennial, first published in 1991, presents a broad but concise analysis of major trends and policy issues in education in the world today. Besides many tables and graphs, all in colour, appendices of the Report feature a unique set of statistics - World Education Indicators - giving a country-by-country summary of key aspects of education in over 160 countries.

PERIODICALS

Among UNESCO's periodical publications are, notably:

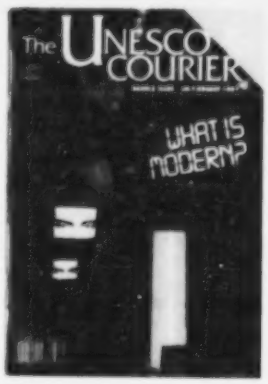
PROSPECTS keeps its readers up to date on issues, innovations and research in education in more than 150 countries.

NATURE AND RESOURCES, which is devoted to the environment, will be reoriented to better respond to the decisions taken at the Rio Earth Summit (June, 1992), and promote sustainable development.

The **INTERNATIONAL SOCIAL SCIENCE JOURNAL** constitutes an exceptional forum for the exchange of ideas on among specialists of different disciplines.

MUSEUM is the sole international journal that presents museological evolution in its multiple facets, from security to cultural policies and curating.

The **COPYRIGHT BULLETIN** informs specialists, authors, jurists and the general public on international instruments and national legislation for the protection of literary, artistic and scientific works. It also provides a survey of UNESCO's activities, notably teaching, training and information dissemination in this field.



Doubtless, though, the **UNESCO COURIER** is the best known of the Organization's publications. With 34 language editions, as well as a quarterly selection in braille, it treats a theme of universal interest each month, viewed from a variety of cultural standpoints.

RADIO AND VIDEO PROGRAMMES

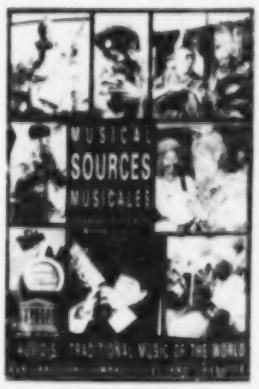
UNESCO produces and distributes a wide range of video and radio documentaries related to its activities. These include many titles related to the environment, the world's cultural and natural heritage, literacy and others. Complete catalogues are available from the Office of Public Information.

REPRESENTATIVE WORKS

The **UNESCO Collection of Representative Works** includes some 900 titles originating in 100 countries and translated into about 60 languages. Its purpose is to contribute to a broader international appreciation of the world's literary heritage by promoting the translation and publication, mainly in English and French, of works written is the less widely known languages. Alongside translations of basic philosophical, religious and historical texts, are to be found anthologies of national literatures, epic poems, sagas, legends, fables and romances, travellers tales, treatises of aesthetics, drama, novels and short stories.

RECORDS

Created in 1960 by UNESCO and the International Music Council (IMC) to present the musical contributions of a country, a region or a people, the UNESCO Collection of Traditional Music today comprises some 80 titles on record, cassette and compact disc. Each CD or cassette, edited by the French firm Auvidis, includes a descriptive text in French and English, aimed at both specialists and the general public.
In 1994-1995, some 30 titles will be added to the collection.



Publications and periodicals are on sale at the UNESCO Bookshop, or by order from UNESCO Publishing, 7 place de Fontenoy, 75352 Paris 07 SP, and in Member States through national distributors. Catalogue on request.

DIUS TADONG: ANCESTRAL ECOLOGY

Dius Tadong knows a lot about the tropical forest in his country, Malaysia. Now aged 34, he worked for several years all over his native island, Borneo, for the Sabah State Forest Authority. Recently, however, he decided to return to his home village, part of the Dusun community. An indigenous people, who still depend to a large extent on what nature provides, the Dusun live on the edge of the Kinabalu National Park, which covers 753 square kilometres.

Nowadays Dius Tadong, armed with pruning shears and a notebook, collects and lists plants and questions villagers in the region as part of a joint project launched last spring by UNESCO's Man and the Biosphere (MAB) Programme, the World Wide Fund for Nature (WWF) and Kew Botanical Gardens, London. Entitled *"People and Plants"*, it aims at providing better knowledge and use of botanical species in protected regions by providing training and assistance.

DIUS TADONG (R.) ON THE JOB (Photo G. Martin)

In Kinabalu Park, the first stage consists of drawing up an inventory of the rich flora, believed to include about 4,000 species, starting with plants that are useful to humanity. Studies of medicinal, edible and decorative plants are planned. Dius Tadong continues to cultivate the land, just as the other five plant collectors still work in their villages. They concentrate on palm trees, including those used to make cane, which are of crucial importance to the local population. The trees are used as food and in traditional medicine, as roofing material, to make rope, and in arts and crafts. A handbook on these various uses is due to be published by the end of this year. Soon to open is a phytochemicals laboratory, installed with UNESCO funds in a natural history museum which caters to the 20,000 tourists who visit the region each year.

The project is headed by Dius Tadong's nephew, Jamili Nais, a 28-yearold botanist responsible for environmental issues in the region's parks, who says he is worried that his community's "environmental knowledge" is slowly disappearing.

Similar projects are underway elsewhere - in Bolivia, Cameroon, Mexico, Uganda and the Caribbean for instance - in the hope of building ecological awareness based on ancestral knowledge. In Borneo, more than a thousand plants were listed during the first four months of the project. This botanical research may turn out to be more rewarding than previous efforts because it is being conducted in cooperation with the local people who know the forest intimately.

Gary MARTIN, Coordinator, "People and Plants"

JEAN MICHEL JARRE: AN "ETHICAL GUERILLA"

That night for two magical hours, Mont St. Michel was flooded, not by water, but by a tide of decibels and light as French musician Jean Michel Jarre integrated the architecture of France's Gothic marvel with 12 giant screens and nine towers, and swept the sky above with laser beams.

The light effects and pageantry were blended with hard-rock, dance music, and chorale, most of it played by the master and composer himself on his favorite instrument, the synthesizer, which he calls the "Stradivarius" of electronic music.

The 28 July megaconcert launched Jarre's "Europe in Concert" tour which, through October, will take him and his team of 200 all over the continent, to stadiums and parks but, above all, to symbolic historic sites, several of them, like Mont St. Michel, Santiago de Compostela and Versailles, on UNESCO's World Heritage List.

The Europe tour, in fact, marks the first lap of concerts to be staged by Jarre in his new capacity as Goodwill Ambassador for UNESCO, entrusted since May 24 with the mission of proclaiming the message of tolerance around the world.

During ceremonies that day at Paris Headquarters he said *"Being an ambassador is a passport to highlight and communicate the work of UNESCO in a direct and in-depth manner."*

Well-known for his commitment to such concerns as North/South problems, unemployment and the environment, he was, for instance, one of the first to sign and promote the "Petition for the Rights of Future Generations" launched by his friend, Commandant Jacques Yves Cousteau.

At the ceremonies, Director General, Federico Mayor, told his new ambassador that *"the ethical warfare UNESCO is waging will be strengthened by your presence."*

Born into a family of musicians in Lyon in 1948, Jean Michel Jarre learned to play the piano from the age of five. But it was only in 1968 that he began exploring the new musical forms, mainly electronic, which, through his records and spectacular concerts, have propelled him to fame.

As a Good Will Ambassador he joins some 25 eminent figures, such as soloists Grace Bumbry, Placido Domingo and Yehudi Menuhin, the mime Marceau, and the couturier Pierre Cardin.

All through 1993-1994, Jean Michel Jarre will spread his message around the world, including two concerts in China, and culminate with a special concert in 1995 which the UN General Assembly is expected to declare UN Year for Tolerance.

Betty WERTHER

● **NINETEEN PRESTIGIOUS UNESCO PRIZES** are awarded to persons or groups who make an exceptional contribution to the Organization's ideals and objectives. Accordingly, prizes are regularly attributed in the fields of literacy, science, preservation of the environment, the teaching of human rights, and peace, communication, culture and the arts, including architecture, music and crafts.
The most recently created is the biennial UNESCO Prize for the Promotion of the Arts, which was awarded for the first time last May. Created at the initiative of Kaii Higashiyama, a leading Japanese contemporary painter, it recompenses young artists representing different forms of expression within the plastic arts.

UNITED WE STAND ...?

Intolerance and inequality are dividing the world. UNESCO's Director-General, Federico Mayor, has called for a sustainable global response, based on sound reflection and the values of solidarity and sharing. It's this direction that the Organization will take during 1994-1995.

(Photo UNESCO/D. Roger).

The threats facing humanity on the eve of the 21st century are, without a doubt, daunting. But we have the means available to make necessary changes. The shadowy zones are, without a doubt, more sombre. But our knowledge and creative capacities are capable of casting light into even the darkest corners. Without a doubt, hope is turning to anxiety.

Instead of winds of freedom, storms of passion are rising which imprison those who stir them up and sweep away anyone sucked into them. A thirst for equality meets only more and more inequality. Attempts at brotherhood are crushed by a cynical *"what's in it for me?"* attitude. But we can win if we turn the unvanquished forces of the spirit against short term interests and fatalism; if the memory of the future prevails over the memory of the past; if we turn away from yesterday's wounds and look to the future to guide us and inspire our decisions. We can win with a radical change of direction, undertaken with lucidity, constancy and audacity.

More wars are raging today than at any time in the past 50 years. Over the past decade, people fleeing death, destruction and, increasingly, planned extermination, have doubled the world's refugee population to 20 million. But at the same time, negotiated solutions and the process of reconciliation, notably under the aegis of the United Nations, have never been so frequent or reassuring.

The danger of a nuclear holocaust may have virtually disappeared, but more and more countries have nuclear weapons. New tensions are developing in several places. Disastrous though it was, the East-West polarisation of international relations did keep the lid on conflicts which were likely to upset it. And perhaps ironically, the dictatorships stifled the hatreds and fanaticism given free rein since the collapse of these regimes. Differences - cultural, racial and ethnic, even just otherness - turn too often into a hostility which may lead first to exclusion and in the end extermination.

This inexorable road from difference to exclusion also applies to income, the means of everyone to provide for their needs. There is plenty for a few, but less and less for a growing number of people. Global statistics may show steady growth in living standards and school attendance or a drop in mortality, but they conceal a widening gap between rich and poor.

About 1.3 billion people in the world are condemned to live below the poverty line, with no chance of feeding themselves adequately. They include nearly all the 30,000 children who die every day directly or indirectly from malnutrition, virtually all the one billion people who cannot read or write and almost all the 300 million children who do not go to school. Meanwhile, the income of the richest one-fifth of the world's inhabitants is not only 150 times greater than the poorest fifth, but has actually doubled in the past 30 years (see the latest World Report on Human Development, published by UNDP).

When this gulf becomes unbridgeable - when physical exhaustion, ignorance and total lack of money makes a decent life just a dream - how can the poor feel other than completely cut off from all social progress? And those who are part of this progress, while aware that every day, in its present form, it swells the ranks of the excluded, are they not thereby accepting such exclusion as an irreversible law of society?

Today's development models are frankly perverse. Even as the North-South gap widens, the structure of international commerce deprives developing countries of $500 billion a year - 10 times more than they get in foreign aid. For nearly a decade

UNESCO: THE STRUCTURE

UNESCO comprises three bodies: the General Conference of Member States, the Executive Board and the Secretariat. The General Conference, which is sovereign, "shall determine the policies and the main line of work of the Organization". Meeting usually in the latter half of every second year, the representatives of all Member States - 175 at the moment - following the principle of one vote per country, finalize the Organization's programmes, the amount and breakdown of its "regular budget", decide on the Conventions and Recommendations, elect members of the Executive Board, and, as is the case this year, name the Director-General.

The Executive Board is more a legislative body, representing all of the Member States between sessions of the General Conference. It comprises 51 members who meet twice yearly to prepare the agenda of the General Conference and any recommendations to be submitted to the sovereign body. The Board is, above all, responsible for the execution of the programme adopted by the Conference, and can take any measures necessary to this effect.

The Secretariat is UNESCO's executive branch. Under the authority of the Director-General, who is elected for a period of six years, the staff implements the adopted programme and provides to the legislative bodies all necessary elements and propositions required for the successful accomplishment of their work.

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now, debt repayments by poor countries have exceeded the amount of capital they receive from the rich lender-countries, and the situation is getting worse every year (ibid). Inequality is growing in rich countries too. The iron law of *"two-speed societies"* applies more and more in almost every country as well as in the world as a whole.

Such development also depends on over-extracting natural resources and at the same time spoiling those left behind. Deforestation, the excessive reduction of non-renewable energy sources, pollution, the greenhouse effect, depletion of the ozone layer and the steady erosion of our bio-genetic resources prove that our ways of living and producing have reached a crucial physical point.

More important, population growth increases our impact on the environment. Each day, there are 254,000 more people. By the year 2030, the Earth's six billion inhabitants *may* have become at least 10 billion. About 95% of this increase *could* be in developing countries, especially in the poorest of them. Along with all their other problems, these countries have more and more people crowded into an increasingly ruined environment. How can they be content to stay shut off? There are no walls high enough to stop them emigrating en masse to the El Dorados they see in sparsely-populated rich countries. And it is easy to imagine how such migration could fuel such reactions as xenophobia and exclusion.

I have used the words "may" and "could" because I am firmly convinced that we will act in time - tapping into our immense talents, which, through education, will lead to a reduction in fertility rates and arm each people with the means to master their destiny.

Just as the tree hides the forest, the Berlin Wall hid the real priorities and threats, as well as the real and new solutions. Before it fell, the East-West division kept out of sight facts it chose not to consider, froze all thought which did not take it for granted, invented development and government models and over-controlled international relations. We lived in a sort of blindfolded calm, where thought was dulled and no action taken to face today's challenges.

So there is nothing to be nostalgic about. The collapse of the dictatorships opened up areas of freedom which though fragile are at least there. It highlighted the contradiction which has to be resolved if there is to be a satisfactory and viable future for all. With the increase, broadening and speeding up of human migration, and of the flow of goods and capital, ideas, knowledge and information, the unification of the world (the famous *"global village"*) seems absolutely certain. Yet the world is becoming more and more divided as inequalities grow and differences - which to a large extent constitute the solutions to our problems - tend to be seen as threats. United yes, uniform no. We have no other choice but to fairly organise the globalisation process that is underway and which is incompatible with an attitude of everyone for themselves.

It has to start with a new attitude towards others. Their differences must be accepted in the name of tolerance and respect for their freedom and dignity. Their lack of resources must be combatted on the basis of solidarity and sharing, and of fraternity, which the French writer André Malraux said was the only value that could put an end to inequality. Thinking and working at a local, regional or national level and on short term problems becomes derisory. If action is to be limited by local conditions, its basis and effects must be part of a broad, global, long-term vision.

THE PARTICIPATION OF ALL

The transition from a culture of war to a culture of peace needs the participation of all, common objectives, and agreement on that which is essential. The challenges of the past were won by force, those of the future require intelligence. This transition implies another vision, combining the spirit of rebellion and perseverance. How many failures are the result of rigid convictions, of violence opposed to violence! Whatever the affront, non-violence must be the universal basis for resolution. Similarly the complexity of reality must also be accepted: simplification in any form is neither rigorous nor useful. An interdisciplinary approach is the only way forward.

The activities that UNESCO will initiate during 1994-1995 have three main objectives: peace and human rights by fostering habits of peace; establishing a development model with human beings as both actors and beneficiaries; and environmental protection and proper management of resources. These projects should first target women, the least developed countries and Africa - all of which are suffering more than others.

To bring this about, UNESCO does not send troops to separate belligerents or boost farming to feed the hungry or replant the 1.5 million sq. km. of forests chopped down over the past decade. It has a different role - increasing *"international intellectual co-operation"*. The term is not very attractive, but its aim is - combining the huge capacities of educators, scientists, researchers, artists and journalists, to open roads along which everyone can learn to coexist and share. So that together they fulfil the ultimate goal of sowing the right ideas in the fields of the era just beginning.

Federico MAYOR
UNESCO Director-General

UNESCO: THE RESOURCES

More than two thirds of UNESCO's resources, used to fund the "regular budget", come from obligatory contributions made by Member States. The "regular budget" proposed to the General Conference for 1994-1995 is $455,490,000. This sum represents zero growth on the previous budget for 1992-1993.
The amount of the obligatory contributions is calculated for each Member State according to criteria set for virtually all of the UN system and which takes into account such aspects as a country's wealth and population. At the moment, Japan contributes the most (12.33%), followed by Germany (8.84%) and Russia (7.94%). At the other end of the scale, 67 Third World Member States each pay 0.01%.
UNESCO also has "extra-budgetary" resources at its disposal, which for 1994-1995 have been estimated at $250m. This money, contrary to the "regular budget" funds, is paid on a voluntary basis, with the main contributors being other UN bodies, such as the United Nations Development Programme or the United Nations Fund for Population Activities, international or regional financial institutions such as the World Bank, and Member States. These latter frequently make their contribution under the "funds-in-trust" system, through which they finance an operation of their choice.

BABACAR FALL: AN AFRO-OPTIMIST

Getting the moribund Panafrican News Agency up and running again first requires throwing off the mantle of Afro-pessimism, according to the agency's new boss.

What do you want to be when you grow up?"

"Alive!"

This UNESCO poster caption expresses every African child's greatest hope and is engraved on Babacar Fall's memory. With so many of his childhood friends now dead, Fall, from Senegal, feels privileged to be alive and full of energy at 42.

And when you learn he has even been able to complete advanced journalism studies, you understand his burning ambition - to repay his debt - in other words, by devoting all his energy and skills to helping the less fortunate citizens of the deeply troubled and exhausted continent.

His father wanted him to study law and take over from him as local administrator in Senegal. So he began his studies, convinced his calling was the defence of the weak. But then he was consumed by another passion: communication and how to *"give a voice to the voiceless"*.

So, he set out to acquire the knowledge and expertise to do this. In 1973, he topped the entry competition for Dakar University's Centre for Information Science and Methods (CESTI), which has trained all the best-known journalists in French-speaking Africa today.

He went on to a year at Montreal University, an international relations diploma at the Sorbonne, training on a paper in Côte d'Ivoire (rather than one at home in Senegal) and a job as Paris correspondent and roving reporter for the London-based Africa magazine group. But he wanted to work at an all-African or international level rather than locally.

A HUNGER TO COMMUNICATE

Take this yearning for the wider world, the obsession for giving, the hunger to communicate, mix it all up, add a strong dash of boundless energy (with tact included), pour it all into an enormous black frame with a swinging step, add an ever-lighted cigarette and an infectious but discreet laugh and you have before you the new boss of PANA, the Panafrican News Agency - with 48 member countries, a hundred employees and a $3.5 million annual budget.

Put like that, PANA sounds in good shape. But not long ago it was dying - discredited professionally because of its biased, non-independent news and almost broke because member-countries failed to pay their contributions.

The agency proved incapable of surviving on its own. In the middle of last year, the Organisation of African Unity (OAU)

BABACAR FALL (Photo UNESCO)

sought the help of UNESCO, which had helped launch PANA in 1979, to revive the news agency - and name as its head the man who looked as if he could do it: Babacar Fall.

The mainstay of the agency's daily file used to be official accounts of every word and movement of those in power. Now it focuses on those they rule, the peasants and slumdwellers on whom Africa's future, its development, depends. It has also adopted a new style of journalism: *"Pushing new actors onto the information stage and bringing alive things treated everywhere else as non-news, like, say, the lack of water in a little village deep in the Sahel"*. Fall was won over to this approach when he was West Africa bureau chief of Inter Press Service (IPS) news agency in the early 80s. He later advocated it as head of a UNESCO project to reinforce national news agencies in that part of Africa.

The 500 journalists trained by the project - nearly all of them university graduates and brought up in towns - began with week-long *"immersions"* in small villages of fewer than 200 people. Supervised by what Fall called his *"Marines"* - African and non-African, militantly pro-Third World journalists - they then roamed the back country to find a story to write each day. It was a descent into an unknown world, working 14-16 hours a day and absorbing a sense of urgency not found on most courses. The trainees would complain that Fall was *"a slavedriver."* But Fall says the courses, comprising three classes per month for each trainee, were too short not to go hard at it. To judge by what these ex-students are writing nowadays, it was not a waste of time for them.

A CHALLENGE TO FATALISM

Fall is just as demanding at PANA. In the current mood of pessimism in Africa, getting the agency back on its feet is a challenge to the fatalism which seems to drag Africans down.

Agreed, Africa is not doing very well. Development strategies have failed - mainly because of poor communication - and aid donors are turning away towards the Eastern countries. Africa is alone, with its back to the wall. It needs an instrument of integration, without which there can be no progress. *"People who pull together are people who are already communicating,"* says Fall. Africa has to get a hearing in the North and the South and, also, *"furnish itself with another, more professional, image, turning its back on propaganda"*. Most of all, it must assume responsibility for the future it holds in its hands.

Without any complexes but with a keen sense of how serious the situation is - *"it must leave the wailing wall"*. And African opinion today is ready and waiting to receive this message.

"I don't have a 'colour' problem - the black man's or the white man's" stresses Fall, like many Africans of his generation. But he adds: *"The disgrace isn't to fail. It's when you fall down and don't get up afterwards."*

René LEFORT

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EDUCATING FOR THE FUTURE: A TOP PRIORITY

Access, quality and relevance are the key words in UNESCO's education programmes for the coming biennium.

In Croatia, 200,000 children displaced by civil strife have no access to schooling. In Somalia, where the war has destroyed virtually all schools, 99 percent of boys and girls are deprived of education. In Cambodia, the country's young - children of the genocidal regime in the 1970s who drove education back to the stone age - are ill-prepared to help reconstruct their country because they cannot even write their names. And in Mali, 68 out of 100 men and women are illiterate, a situation severely hampering prospects for development.

In countless other countries, education is underfunded, ill-equipped and - despite election promises - remains a low-priority sector which rarely grabs the headlines.

When Victor Ordonez, UNESCO's Director for Basic Education, drafted the new programme for 1994-95, he faced the following dilemma: on the one hand, there are about 948 million illiterate adults in the world and almost 130 million children, with no schooling; and on the other, UNESCO's budget is lower than that of a medium-sized university in an industrialized country. Under such conditions, what can UNESCO do to make a real difference?

The new programme, reduced from many scattered activities to a few large-impact actions, has two main goals: to provide basic education to those children and adults who need it while, at the same time, boosting its quality and relevance.

A CATALYST

"Even if our budget is a drop in the ocean, UNESCO can maximize impact by helping governments act," says Mr. Ordonez. *"They are, after all, responsible for the education of their citizens."* To this end, Member States will be able to draw largely on the Report to be submitted at the end of 1995 by the International Commission on Education for the 21st Century, headed by Jacques Delors (see p. 19). A third of the budget (almost $200m) has also been earmarked for advisory services and other activities to help Member States frame policies and programmes. Since 1991, UNESCO has carried out major studies of education sectors in 21 countries and will provide similar services to assist eastern European and central Asian countries rebuild their education systems in the years to come.

Another emphasis is closer co-operation with a range of partners in the follow-up to the World Conference on Education for All (Jomtien, Thailand, 1990). At this largest-ever gathering of governments, international agencies, professional bodies and non-governmental organizations on education, 155 governments committed themselves to education for all - children and adults - before the year 2000.

AMONG THE LUCKY ONES WHO HAVE ACCESS TO EDUCATION: CHILDREN FROM THE CHIAPAS HIGHLANDS OF MEXICO (Photo UNICEF/David Hoogstraal).

One example of inter-agency collaboration is a new project focused on the world's nine most populous countries: Bangladesh, Brazil, China, Egypt, Mexico, India, Indonesia, Nigeria, and Pakistan, which account for half the world's population, 72 percent of the world's illiterates and over half of out-of-school youths. As part of the project, a Summit of leaders of these countries will be organized by UNESCO and other UN agencies in December.

Besides the nine "giants", other target groups are the least developed countries in Africa, the Arab States and East Asia.

"We will take an especially hard look at legislation, policies and programmes which help or hinder education for women and girls," says Ordonez. For example, a task force of women in leadership positions will be set up to plot action in support of basic education in this area. Other target groups are young children among refugees or with special learning needs, youth in urban slums, and cultural minorities and remote populations.

Specifically, the *new "Scheme of Humanitarian Assistance for Refugee Education"* (SHARE), responds to the needs of the 88 percent of refugee children. The programme goes beyond the urgent but short-term goal of providing shelter, food and medicines, to develop a coherent policy of refugee education in co-operation with local and national authorities. After initial experiences in Cambodia, Somalia and Afghanistan, SHARE activities are now underway in Slovenia and Croatia.

But placing more children in school and more adults in literacy classes does little good if what they learn there is irrelevant to their lives. That is why UNESCO is also focusing on the content and process of basic education, with stress on boosting the effectiveness of teachers and instructors, school management, the measurement of learning outcomes teacher training.

Another activity aims at helping governments establish a *"prototype curriculum"* for the first 4,000 hours of education - roughly the first four years of the primary cycle. *"Because too few kids get more than four years of schooling, it is crucial they learn something essential there to survive in life. The three R's, Yes, but also about health, nutrition and preservation of the environment,"* says Mr. Ordonez.

So despite the great need and limited resources, UNESCO is, in the words of Director-General Federico Mayor *"deeply committed to making the right to education an everyday reality, not a remote promise."*

Cilla UNGERTH JOLIS

IN SEARCH OF THE HOLY GRAIL

The Science Sector reorients its approach in the quest for sustainable development.

In the wake of the UN Conference on Environment and Development in 1992, sustainable development has become the world's Holy Grail, and *"capacity building"* - strengthening human resources, particularly in developing nations - has been deemed one of the keys to fulfilling the quest. It is also the foundation of UNESCO's scientific programmes for the 1994-95 biennium, all of which have been tailored to follow up the programme set at the Earth Summit, known as Agenda 21.

"The human element is the most important factor, both as a means of achieving sustainable development and its main beneficiary" says Adnan Badran, Assistant Director General for UNESCO's science sector. *"We therefore need to get whole populations involved and arm countries with the knowledge and expertise they need to carry out research and implement projects that will bring about such sustainable development."*

Accordingly the science programmes, which in many ways served as a forerunner to the Earth Summit and which were roundly endorsed by the participants in Rio, have put the emphasis on education, specialist training and research for 1994-1995. Workshops, scholarships, exchange programmes, research grants and specially devised computer modules will thus allow for the the training of thousands of biologists, chemists, geologists, hydrologists, marine scientists, ecologists and technicians.

At the same time the science programmes have fine-tuned their research to the goals and priorities of Agenda 21 - for which they are particularly well suited.

MAB's network of 311 Biosphere Reserves in all types of ecosystems around the world, for example, provides a ready-made global laboratory for the study and monitoring of biodiversity. The "Diversitas" programme has been set up to this end, covering terrestrial, freshwater, marine and coastal environments and all living things, from whales to microbes.

The Biosphere Reserves could also provide logistic support for the International Hydrological Programme's research to better understand the water cycle and better manage our precious water resources, while those in coastal areas could provide precious data for the Intergovernmental Oceanographic Commission's work in monitoring global change. For its part the International Geological Correlation Programme will be geared towards better identifcation of mineral resources.

Another characteristic of the workplan for 1994-95 is the emphasis on an interdisciplinary and multi-sectoral approach. *"The environment must not be treated in isolation"* explains Gisbert Glaser, Coordinator of UNESCO's Environmental Programmes. *"It is inextricably linked to a range of other domains, and our work must now concentrate on these inter-relations."*

CARRYING OUT A CENSUS OF PLANT SPECIES IN THE SINHARAJA FOREST BIOSPHERE RESERVE IN SRI LANKA (Photo Mark Edwards/Still Pictures).

The 'Environment and population education and information for human development' project is a good example of the new direction being taken. *"The overall aim is to improve education and information on these three subjects which are too often treated as separate issues"* says Glaser. The $2.1 million project is a combined effort by the science, social science and education sectors with other UN agencies, and will see the development of scientifically sound teaching materials as well as information for decision makers and the media, the training of experts, and the provision of technical support for reshaping education systems and training programmes. Priority will be given to the nine most populous countries, small island states and the least developed nations.

GREEN ENGINEERS

A major push will also be made in basic and engineering sciences - to improve university teaching and promote research in these fields.

"It was said clearly in Rio that engineering sciences should incoorporate environmentally friendly components" says Mr. Badran. *"Engineers shape our landscapes and thus have an important impact on the environment. In the past, they have not been concerned about this impact - they have not been concerned about such details as the level of carbon that their machines have spewed into the atmosphere or the effect of chlorofluorocarbons (CFCs) on the ozone level - and this must change."*

The University-Industry- Science Partnership (UNISPAR) project well illustrates UNESCO's aims in this direction - to link university research and development programmes with industry and promoting the development of environmentally friendly technology. Likewise, UNESCO will reinforce its support to for renewable energy research and networks of solar energy centres in the Mediterranean countries, Africa, Asia and Latin America.

Finally, at a time of imposed financial restraint, in which the science sector has seen its budget cut by three million dollars to $54.6 million in 1994-95, closer links will be forged with the myriad of scientific networks and non governmental organizations to maximise input and ensure better access to data and research results.

"Strength through union" is how new MAB Director Pierre Lasserre describes the programme's guiding principle for the coming biennium. It would also serve well as the leitmotiv for the rest of UNESCO's science sector.

Sue WILLIAMS

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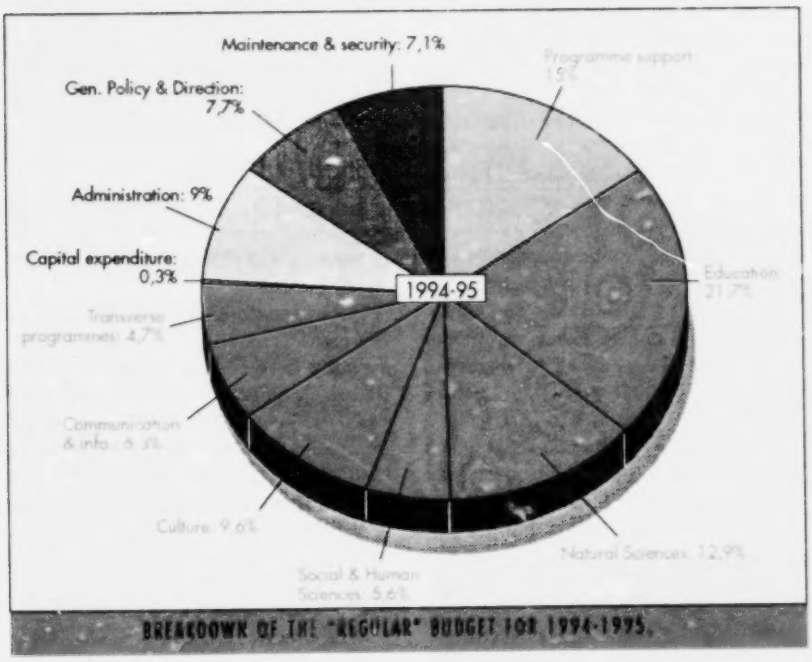
RESOURCES AND PERSONNEL IN 1994-1995:

Strong, regular growth until the mid-80s, a sharp drop after the American and British withdrawals, and stagnation since: UNESCO had more resources at its disposal 20 years ago.

THE "REGULAR" BUDGET: 76 PERCENT FOR ACTIVITIES



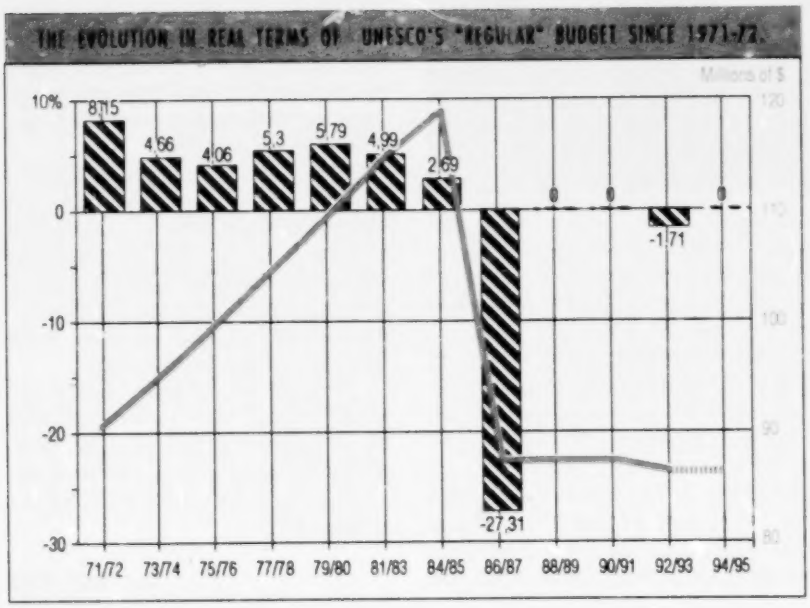
BREAKDOWN OF THE "REGULAR" BUDGET FOR 1994-1995.

This graph shows the proposed breakdown of the "regular" budget, comprising obligatory contributions from Member States, for 1994-1995.

The lion's share of this, 76 percent, is destined to UNESCO's activities, with the remaining 24 percent being used to finance "general policy and direction" (including the Directorate and the work of the General Conference and the Executive Board), building maintenance and security and general administration.

The resources allocated to activities - or "programme" in UNESCO's jargon - are further divided into two parts. "Programme support", which covers relations between Member States and various other organizations as well as information services, will receive 15 percent. The remainder (61 percent) is used for direct execution of the programme, with priority given to education, followed by the exact sciences, culture, information and communication, and finally, the social and human sciences.

UNESCO'S PURCHASING POWER



THE EVOLUTION IN REAL TERMS OF UNESCO'S "REGULAR" BUDGET SINCE 1971-72.

Two types of information are presented here. First, the percentage, marked in black, of the increase - or decrease - of UNESCO's "regular" budget from one biennium to the next.

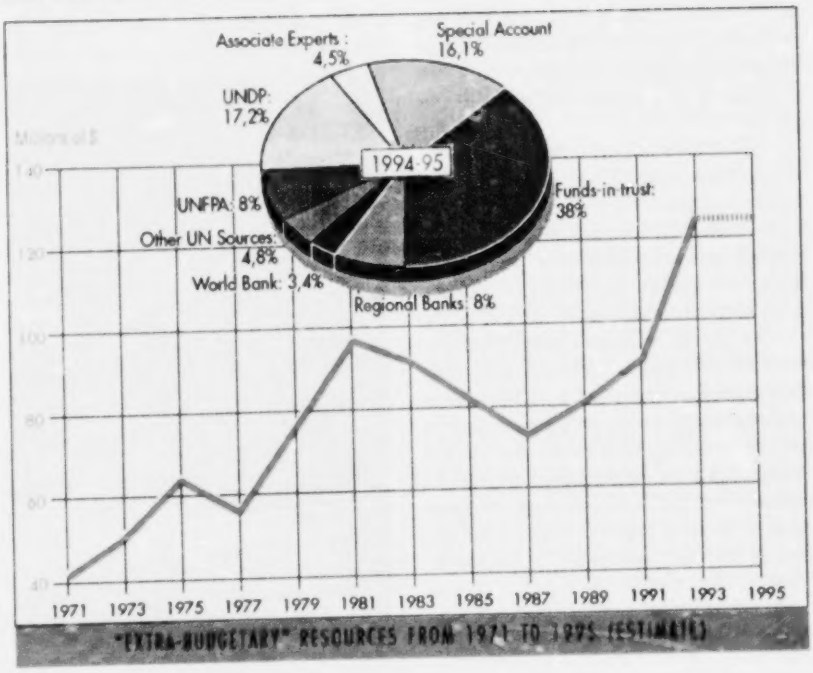
In red, the Organization's "purchasing power", calculated on a constant cost level for the dollar, using 1971-72 as the base year.

The reference budget thus starts at $91 million, climbs to $119 million in 1984-85 and, after the withdrawal of the United States, the United Kingdom and Singapore, plunges dramatically. In 1994-95, the proposal of $85 million remains the same as for the preceding biennium - a figure significantly lower than that of 20 years ago. UNESCO's budget is about the same as that of a medium-sized university in an industrialized country.

NO MORE THAN 20 YEARS AGO

"EXTRA-BUDGETARY" RESOURCES

In addition to its "regular" budget, UNESCO relies on "extra-budgetary" resources contributed on a voluntary basis primarily by the Organization's major partners within the United Nations system and Member States - in general industralized countries helping to finance UNESCO projects in the Third World. It is these countries that supply the bulk of funds available for Special Accounts which are opened to finance long-term activities and managed by intergovernmental committees, and Funds-in-Trust, designed to finance a specific project to be carried out over a given period.
Associated experts are "experts" who are "on loan" to UNESCO from Member States which also finance their positions.
In red, the evolution at "current" dollar rates, of extra-budgetary resources since 1971-72, as well as their probable breakdown for 1994-95.



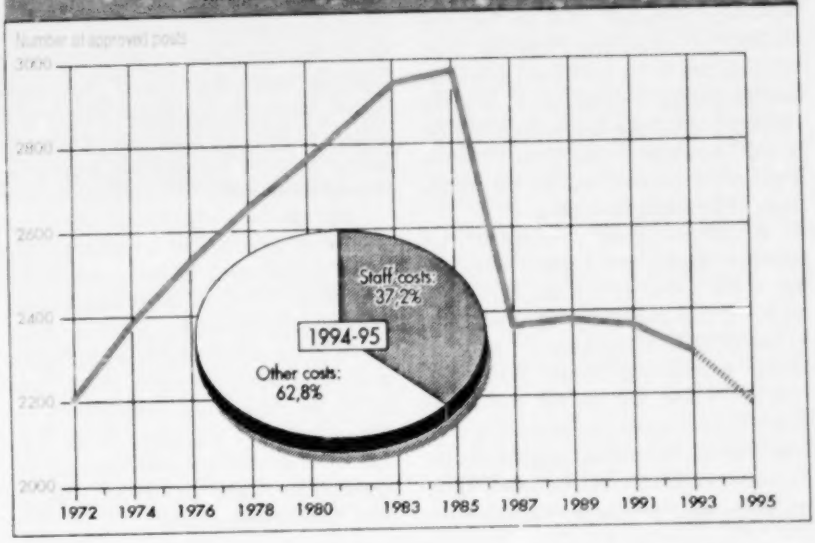
"EXTRA-BUDGETARY" RESOURCES FROM 1971 TO 1995 (ESTIMATE)

PERSONNEL

This graph shows (in red) the evolution of the number of staff positions financed through the "regular" budget since 1971-72. This curve corresponds almost exactly to that representing the Organization's purchasing power (opposite page). It should be pointed out, however, that in recent years, the number of personnel has continued to fall, while the budget has levelled out.
Also illustrated here is the percentage of staff costs on the total draft budget, i.e. "regular" and "extra-budgetary" resources combined. This percentage represents just over a third of this budget.
The same ratio, calculated for the "regular" budget, stands at 57.7 percent, which is, nonetheless, one of the lowest percentages of all the comparable specialized agencies in the UN system.

Source: UNESCO's Bureau of the Budget
Graphics: Alexandre Darmon

EVOLUTION OF THE NUMBER OF POSTS FINANCED THROUGH THE "REGULAR" BUDGET AND THE RELATIVE WEIGHT OF STAFF COSTS



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BUILDING BRIDGES

Ending the isolation of researchers in the human sciences is the goal of a new programme mounted by the Social Science Sector.

One major subject left off the agenda of the Rio Summit on Environment and Development, was the extremely sensitive issue of population. However the topic is set to come storming back. Another big world conference is to be held in Cairo in 1994 specifically on this question, which presents such a serious challenge to our future.

UNESCO starts off better prepared for it perhaps than other international institutions since it is the only organization in the United Nations system with a social science sector, even if it is its smallest sector and has the most limited resources, with a little over $25 million for two years.

Next April, in Istanbul, about 100 countries will take part in a meeting on population education organized by UNESCO in preparation for the Cairo Conference. Over the next two years, studies that have already been begun on international migrations will be continued and others including studies designed to improve birth control policies will be launched. In particular, fertility rates will be examined in regions such as sub-Saharan African and the Caribbean.

FAMILY AND EDUCATION

1994 will also be the International Year of the Family during which UNESCO will offer States technical assistance for drawing up family policies following on from the studies that have been carried out for several years now with this in mind. UNESCO is particularly concerned to develop studies on the family and education, and all research is carried out in close co-operation with family associations. In 1995 it will contribute to the United Nations Year for Tolerance and to the World Summit for Social Development.

It will also pursue a variety of other activities ranging from youth (see Sources No. 46) to questions of ethics in research on the human genome. In all these fields, as one of the officials responsible for the sector, Souleyman Baldé, points out, *"UNESCO does not do, but gets things done"*. In other words, in close co-operation with non-governmental organizations, States, networks of researchers, etc., it promotes studies about topics which it considers crucial and helps specialists to compare their findings and to make the results known.

In response to the appeal for peace launched by the Secretary-General of the United Nations, Boutros Boutros-Ghali, and to the requests of the countries that are struggling to emerge from war, UNESCO is also working for the consolidation of peace and democracy. This involves a series of activities from helping demobilized soldiers return to civilian life, to the preparation of elections, an introduction to parliamentary life or simply the concept of a commonwealth in countries that have sometimes never really known either democracy or respect for the law.

But the main objective of the social science sector is *"to give structural solidity to its programme"*, in the words of Ali Kazancigil, by establishing international research programmes on some of the major topics of the day. However astonishing it may seem when the whole world recognizes the global and interdisciplinary nature of the major challenges of our time, specialists in the human sciences and the research they carry out are, according to him, *"remarkably isolated"*.

The bipolarization of the world was in fact a great obstacle to discussion and joint research under the auspices of an international organization such as UNESCO, since activities of this kind ran the risk of being blocked immediately by ideological and diplomatic polemics. Three principal areas of research have subsequently been chosen after consultations with dozens of researchers and institutions. They are: multicultural and multiethnic societies; cities; and the local impact of major global processes.

UPGRADING RESEARCH

This programme, which goes by the name of MOST - or the *"Management of Social Transformations"* - is to have an Intergovernmental Council of 33 members elected by UNESCO's General Conference, half of whom will be replaced every two years. It is also to have a Scientific Committee of nine members, who will work to expand research in the developing countries. One of the principal underlying ideas of the programme is that of bringing researchers in the human sciences back into the decision-making process.

"They too often work in isolation, not only having no links with other sectors or other countries, but having no concern for the practical implications of their research either. The decision-makers too often complain that the only documents they have are incomprehensible", said Kazancigil, who pleads for an *"upgrading of research"*.

Researcher Francis Godard, one of those responsible for an interdisciplinary research programme on cities under the auspices of the French Centre National de la Recherche Scientifique (CNRS) points out how crucial the question of cities appears to him (*"that is where the future of our human relations is being decided"*) and how badly the scientific community needs international programmes: *"There is really very little liaison in research and this leads to considerable wastage where the studies are concerned"*.

MOST is not only an English word. It also means *"bridge"* in Russian.

Nicolas MICHAUX

TAKING "CULTURE" OUT OF THE GHETTO

UNESCO works for the integration of "culture" into all areas of human activity.

In Canada, the traditional ecological knowledge of the Indian populations is being collected and documented as part of the quest for sustainable development models. In Indonesia, efforts are underway to develop a style of tourism that highlights the country's wonderful cultural heritage without irreparably damaging it. While in Africa a "Culture Train" is in the planning, linking Nairobi to the Cape, to promote the performing arts in the southern part of the continent.

Although these are but three of a range of projects being undertaken by UNESCO's Culture Sector, they well illustrate the direction being taken for the 1994-1995 biennium, which also marks the mid-point of the World Decade for Cultural Development: to take culture out of its *"ghetto"* and recognize the role it plays in virtually all areas of human society.

"The objective of the Decade is to incorporate culture to all domains of activity, ranging from economy to health and the environment" says UNESCO's Assistant Director General for Culture, Henry Lopes, *"and, in doing so, favorise the active participation of populations in the development processus."*

THE DJENNE MOSQUE IN MALI WHERE THE PAST IS PRESENT. (Photo UNESCO/A. Vaccinoff).

One of the main vehicles for this will be the World Commission on Culture and Development, established at the end of 1992 and presided over by former UN Secretary General, Javier Perez de Cuellar. Essentially, its task is to formulate policies and practices that, according to Mr. Perez de Cuellar, *"will lead to a more human, sustainable and unifying form of development"* (see p. 20).

The move in this direction has also led to a new emphasis on intangible cultural heritage - the traditions, skills and languages that in many places are dying out, but which are such a vital part of a people's cultural identity. *"This is not only a way of preserving a people's memory and knowledge"* says Doudou Diene, Head of the Division for Intercultural projects including the Integral Study of the silk Roads: Roads of dialogue and the Iron Route Project. *"When we study traditional crafts or artistic expression we find that they have been inevitably shaped by outside influences. They show clearly that culture, and cultural identity are the result of constant movement, interaction and exchange."*

Thus centres to study cultural identities and foster inter-cultural co-operation are being planned for the Mediterranean, South East Europe, Central Asia and southern Africa.

The promotion of traditional cultures, arts and knowledge, will also be given a major push through, for example, the UNESCO Video Collection of Minority Cultures, the Collection of Traditional Music and the Video Collection of Masterpieces: Traditional Performing Arts, to which 10 new productions, including the Ramayana, will be added during the biennium.

The second major pole of action in the cultural domain for 1994-1995 is the preservation of the world's sites, monuments and cultural property. Here, a major reinforcement effort is underway to encourage more Member States to adhere to the World Heritage Convention. The World Heritage Centre, established in 1992 to *"promote and mobilise"*, is also refocusing its efforts to better ensure the protection of the 378 sites on the World Heritage List (see p. 22). *"The mere listing of properties is not sufficient"* says Centre Director Bernd von Droste. *"We need more effective site management. This means systematic monitoring, which in turn means better information and documentation on sites, especially the 15 now on the World Heritage in Danger List."*

RAPID RESPONSE TEAM

It has also been decided to set up a team of specialists who can move quickly into emergency situations, such as natural disasters, and launch safeguarding operations - a sort of rapid response team for the world's natural and cultural treasures.

Given the surge in illicit art trafficking, especially in Eastern Europe, the coming biennium will see the strengthening of the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. *"Many of UNESCO's new Member States are not even aware of how the Convention works or how they can use it"* says Lyndel Prott, head of UNESCO's International Standards Section. *"To correct this situation, we are planning a series of seminars in West Africa, South America and Central Asia, not only to inform but also to provoke some action and stem the tide of smuggling from these regions."*

Despite the belt tightening that has marked the past few years, this biennium will see the budget allocated to the Culture sector, increased by $3.2 million to $41.7 million. This reflects the priority given to this area at a time when, stresses Federico Mayor, *"tensions and conflicts have a growing tendancy to be cultural in origin (and) a genuine inter-cultural dialogue is becoming an urgent necessity"*.

Sue WILLIAMS

SPECIFIC NEEDS IN A GLOBAL APPROACH

A bigger Participation Programme enhances UNESCO's contribution at national level.

When 22 women and four men from 16 Arab countries put their heads and experience together for 10 days in Tunis last June, the conspiracy indeed led to an all out attack...on illiteracy and ignorance in their countries. Their target - rural women, and the arms they produced for the battle - 18 prototype booklets for the production of post-literacy material.

"The contents of the books" said UNESCO Programme specialist Krystyna Chlebowska *"aim not only at polishing reading and writing skills, but also at helping the women gain the confidence they need to make decisions, carry out projects, and take part in public life."*

The workshop was made possible by a $25,000 contribution from UNESCO's Participation Programme which enables the Organization to associate itself with and encourage activities which contribute to UNESCO's goals.

This aspect of the Organization's programme, which will be considerable enlarged over the next two years, may appear contradictory since UNESCO is NOT a funding agency.

In his presentation of the Programme and Budget for 1994-95, in fact, Director-General Federico Mayor made clear that *"the main thrust of proposals is on international intellectual cooperation."* He, however, explained that *"a stronger Participation Programme should enhance the Organization's contribution to the development efforts of Member States at the national level."* Accordingly, and since programme concentration had made possible the transfer of considerable resources, he proposed to increase the Participation Programme by 50 per cent, bringing its budget to $25 million.

Requests for this kind of assistance may come from Member States, intergovernmental or non-governmental organizations and take many forms, ranging from the organization of a seminar or training course, provision of an expert, a fellowship, or *"seed"* money for a larger project.

Tunisia's request was granted as "top priority" because the workshop concerned women, ranked high among target groups or sectors which also include the multiple aspects of basic education, UNESCO's Africa Programme or the Least Developed Countries (LDC's).

High priority is also given to projects corresponding to objectives of the World Decade for Cultural Development. Thus a request from the Lao People's Democratic Republic was approved for $5,000 to facilitate research into the 17th century Siosavat Parables, a masterpiece of Lao literature contained in 10 volumes of palm-leaf manuscripts, and enable scholars to adapt the ancient texts into modern Lao language.

These projects were among 1320 approved out of 2257 requests, for a total $16,682,500 in 1992-93. The Lao project fell among 351 granted a total $4,403,737 in the field of Culture. But 471 in the Education sector got $6,800,677.

Greece, for instance, received $10,000 for the repatriation and reintegration of several thousand Greeks from the Pontus Region in northeast Turkey.

Africa made the most requests: 644 of which 341 were approved under UNESCO's Priority Africa Programme. Latin America and the Caribbean came second with 402 requests of which 253 approved.

El Salvador, for example, obtained $10,000 to train personnel, reproduce documents and as logistical support for the installation of 20 public libraries.

"The Participation Programme will be very largely decentralized" M. Mayor added, explaining that *"Regional Offices and field units will then be able to help the National Commissions finalize requests."* which also means get their priorities in line with UNESCO's goals. A request involving basic education for women in an African LDC is bound, for instance, to get a favourable response - especially if the project incorporates a cultural dimension - like literacy materials geared to traditional crafts.

B. W.

TO FIND OUT MORE ...

PROGRAMME AND BUDGET 1994-1995. Adopted by the General Conference, this 257-page document is the main source of information, notably on the five major programmes and budget to be implemented over the next two years.

WHAT IS UNESCO? A 15-Page brochure describing the Organization, its history and objectives, how it functions and what can be done to support its action.

A wide variety of information materials on UNESCO's programme include notably:

EDUCATION:
UNESCO: WORLDWIDE ACTION IN EDUCATION. An illustrated 56-page booklet presents UNESCO's strategy to meet the challenge "Education for All" (EFA).

EFA 2000. A quarterly bulletin reporting on activities and progress of inter-agency efforts to achieve EFA goals.

SCIENCE:
Descriptive leaflets, newsletters and other materials are available from the secretariats of UNESCO's major scientific programmes: **Man and the Biosphere Programme (MAB)** (notably *InfoMAB*); **The Intergovernmental Oceanographic Commission (IOC)** and Marine Science Related Issues (notably *International Marine Science (IMS) Newsletter*). **International Geological Correlation Programme (IGCP). International Hydrological Programme.**

CULTURE: *Culture* +, newsletter of the World Decade for Cultural Development; *The World Heritage Newsletter*, reports on the state of conservation of sites on the WH list as well as on activities of the WH Committee and the WH Centre. *The World Heritage*, a map indicating the location of sites (378 in 1993), with colour photos and details on the WH Convention and Fund.

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A BLUEPRINT FOR REFORM

Over 100 Vietnamese from nine ministries worked with UNESCO on an educational masterplan geared to a society in transition.

There's a shopping list now being pushed across Hanoi tables in meetings between the Vietnamese government and ambassadors and representatives of non-governmental organizations and international financial organizations.

"It's a question of 'have a look and see if you can help us'," says Professor Hoang Duc Nhuan, Director of Vietnam's National Institute for Education Sciences. The list is a blueprint for educational reform. It comprises 20 programmes with 78 specific detailed projects - 48 of them with an urgent priority.

The blueprint, or masterplan, is as remarkable for its detail and credibility as it is for the unique way it was drawn up. The outcome of an exhaustive analysis of education and training throughout Vietnam, it has become a model that UNESCO intends applying to similar undertakings elsewhere in the world. The Vietnamese Ministry of Education and Training worked closely with UNESCO and UNDP for more than two years to complete the project. UNESCO specialist Baudouin Duvieusart, one of the project managers, estimates that over 100 Vietnamese people from nine ministries and institutes worked on the study.

"If you consider that the work carried out by the Vietnamese represented about 7,000 days, you can say that the work done by international experts amounted to about 700 days," he said. Already the final report is bearing some fruit, with individual countries picking up some of the projects in special bilateral funding arrangements.

MARKET ECONOMY

The decision by the Vietnamese government in 1986 to begin switching from a centralized and state-subsidized economy to a market economy (*doi moi*, or economic renovation) has had profound effects through all sectors of society. A middle-aged and older professional class is testimony enough. There are Vietnamese economists, many trained in the former Soviet Union or Eastern Europe along Marxist principles of economic theory and centralized planning, now grappling with the theory and practice of an open market.

There are language teachers fluent in Russian or Czech now at the age of 40 and upwards having to rapidly learn English and Japanese to keep their jobs, and the rapid growth of the private sector in the past seven years has required middle and upper levels of industrial management to understand international market supply and demand forces. That the entire education and training system of Vietnam quickly came under scrutiny to cope with the dynamics unleashed by *doi moi* is not surprising.

DRIVING FORCE

"Before, education was generally regarded as a branch of welfare," Professor Nhuan said in Hanoi. *"It was apparent from 1975 onwards that our education and training system was not relevant to the demands of our newly independent society. Much discussion was underway by the time of* doi moi *on how to improve it. But opinions were not convergent on how to do it, and by then it was even more apparent that education should be a driving force for economic reform and development,"* Professor Nhuan said.

Vietnam's Central Committee for Educational Reform saw an urgent need for a standardized methodology to do an evaluation and formulate a new policy for the development and adjustment of the education system.

"We began in earnest to evaluate different systems around the world and apply them to our situation for management in particular," Professor Nhuan said.

It was at this stage that Mr. Klaus Bahr from UNESCO in Paris and Mr. David Klaus of the World Bank became involved in the discussions. Beginning in 1989, there were six months of such discussion, then a year of preparation, which led to co-operation between UNESCO, UNDP, the World Bank and the Ministry of Education and Training in co-ordinating and conducting the sector analysis.

"The big difference from projects undertaken by international experts in many other countries was that the Vietnamese sat down with UNESCO and came to a consensus on how to approach what to do," Professor Nhuan said. *"We drew on the technical assistance of consulting bodies recommended by UNESCO, including 10*

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In specific educational areas, UNESCO's work is underpinned by three institutions: the **INTERNATIONAL BUREAU OF EDUCATION (IBE)** in Geneva, devoted to comparative studies and information. Its Documentation Centre boasts nearly 100,000 titles and a large collection of microfiches. The IBE has a scholars-in-residence programme as well as brief courses for interns on library techniques. It also organizes the International Conference on Education whose theme in 1994 will be"Appraisal and Perspectives of Education for International Understanding".
The programme of the **INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING (IIEP)** in Paris, consists of three types of activities: the training of planners and administrators, research on issues such as educational financing, and the dissemination of information on new technical concepts. For the 1994-95 biennium, the IIEP will pay particular attention to the educational needs of girls and women, of the least developed countries, and Africa.
The **UNESCO INSTITUTE FOR EDUCATION (UIE)** in Hamburg which specializes in lifelong-education, literacy and post-literacy, will, in 1994-95, further refine its focus on adult and continuing education.

▼

The **UNITWIN** Project aims at the reinforcement of cooperation between universities through twinning arrangements, and the development of inter-university networks, to facilitate the exchange of knowledge and improve teacher training while enhancing efficiency. A major component is the system of UNESCO Chairs designed to create centres of excellence in key disciplines where post-graduate students can obtain advanced training in their own regions instead of going abroad. In 1994-95, about 50 new UNESCO Chairs will be added to the 35 already set up.

UNESCO SOURCES

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experts mainly from the region. International standards of methodology were imported and we had an advisory group of very experienced persons". Professor Nhuan pointed out that in similar projects, the outsiders did the bulk of the work themselves, only using the help of locals, and wrote reports themselves, which they then handed over to the client government. *"This time, they trained us in the methodology, offering advice along the way, but we conducted the survey ,"* he said.

The survey went to the grass roots of the Vietnamese education system. First, the over 100 men and women who participated were trained to reformulate and reanalyse the 1989 national census data in relation to all 54 provinces.

Next they analyzed nearly 60,000 questionnaires from 30 provinces and, based on data collected through sample surveys, drew up 45 working papers to evaluate the status of education, training and human resources development and to prepare initial recommendations.

The seven major issues defined were in summary: 1) decrease and deterioration in the quality of education at all levels, 2) poor linkage between vocational and technical education and production and employment, 3) inadequate provision and networking of higher education and poor linkage with research, production and employment, 4) weakness in and constraint upon teaching staff, 5) severe lack and low efficiency in use of resources, 6) inappropriate system of organization, management and legislation, and 7) irrelevance of education and training to society in transition.

Out of all of this came 10 policy goals and a series of alternative strategies that make up the master plan (or blueprint) of reform.

As the handbook of the Education and Training Ministry published only recently points out, the problem now for the outcome of this massive survey is to find the resources to put its recommendations into practice.

But that's already underway. Ambassadors in Hanoi, representatives of non-governmental organizations and bodies like the World Bank and the Asian Development Bank(ADB) are having the survey laid out in front of them to decide what projects to fund.

Figures are already being discussed, like an estimated $70 million coming from the World Bank for primary and higher education, and $70 to $80 million from the ADB for secondary education.

Indeed, a little money can go a long way. *"Our study cost about $500,000. And that's cheap compared to what we've got out of it and what is being spent in other countries in the region for similar projects,"* says Professor Nhuan.

Now with the international embargo increasingly in question, UNESCO is preparing to fulfil a promise made by Director-General, Federico Mayor, on a visit to Vietnam in March last year - to host a round table of education donors at Paris Headquarters once the problems of international politics, notably the embargo, are resolved.

Terry HARTNEY
Hanoi

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The **INTERNATIONAL COMMISSION ON EDUCATION FOR THE XXIst CENTURY,** headed by Jacques Delors, President of the Commission of the European Communities, is made up of 15 members who carry out their work during sessions organized in different regions of the world. They will present their report at the end of 1995.
Set up last January, the Commission will focus its reflection on one central question: what kind of education is needed for what kind of society of tomorrow? It will undertake a vast analysis of the present situation, trends revealed by the policies and reforms of the last 20 years, and the new roles of education with regard to the major problems of society. At the same time, it will attempt to keep at the heart of its work those who are the most intimately involved: learners of all ages, teachers, parents, members of the community and other participants in education.

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UNESCO's 42 REGIONAL BUREAUS are the result of the Organization's decentralization policy and work to bring the Organization closer to its Member States.
Apart from launching national, subregional or regional projects, they also serve as information and liaison networks, advise Member States, and coordinate activities with international organizations and NGOs.
By the end of 1995, the execution of projects financed by extra-budgetary resources should be entirely decentralized to these regional offices.

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UNESCO's activities will be **CONTINUOUSLY EVALUATED** during the next biennium and subsequent periods by means of internal and external evaluations. About 0.5 per cent of funds allocated to each programme will be earmarked for this purpose, as the task of evaluation becomes an integral part of staff duties, in addition to programme design, execution and follow-up. Proposed evaluation exercises will be carried out by the programme sectors and the Central Evaluation Unit, while fully involving the National Commissions together with the non-governmental organizations concerned.

THAT HERO THE TREE

Nine countries of the Sahel are combining their meager research and development resources to fight desertification.

Worldwide sympathy was aroused in 1973 for the victims of an unprecedented drought in Africa's Sahel region. Everyone saw the terrible pictures of starving children and of scraggy animals lying dead on the parched, cracked earth. Drought has since become the rule in this 5.5 million sq. kilometre area on the southern rim of the Sahara. Its 40 million inhabitants live with a steadily expanding desert.

For the past three and a half years, a UNESCO project has been quietly wrestling with this tough problem. Statistics give an idea of just how critical it is: production of staples like millet, sorghum and rice increase by less than one percent per year, but the population grows by three percent. Many children have little to eat and pressure on the soil is steadily mounting as more and more land is cultivated or turned over to pasture, leading in turn to ever increasing aridity.

The Sahel countries had hoped to be self sufficient in food by the year 2000, to have restored the ecological balance and improved living conditions. That is still far off. Nine states (Burkina Faso, Chad, Cape Verde, the Gambia, Guinea-Bissau, Mali, Mauritania, Niger and Senegal) are members of the Permanent Inter-State Committee for Drought Control in the Sahel (CILSS), set up in 1973.

Over the past few years, they have produced national anti-desertification programmes. But these efforts and others internationally have come up against many obstacles, among them a lack of scientific and technical framework and infrastructure and the unsuitability of some projects for the local population.

In 1990, with $1.6 million in German backing, UNESCO launched a scheme to boost scientific capacity in agriculture, forestry and grazing. Entitled *"Renforcement des Capacités Scientifiques des Pays du Sahel dans le Domaine Agro-Sylvo-Pastoral"* (the RCS-Sahel Project), it was sponsored by UNESCO's Man and the Biosphere Programme (MAB) and CILSS.

The principal aim of the project was to provide support to national research institutes working in this domain so that they could respond better to the development needs of the countries involved. In the long run, the project was designed to help Sahelians manage their own natural resources and, at the same time, ensure protection of the environment.

DESERTIFICATION: A STEADILY EXPANDING SCOURGE (Photo UNESCO/ Dominique Roger).

Accordingly, five national research institutes (in Burkina Faso, Mali, Mauritania, Niger and Senegal) have been furnished with such basic items as jeeps and other field equipment, along with essential supplies for setting up and maintaining laboratories and research centres. Research and development pilot projects have been started - on how to improve the breeding of zebus, the rational use of pasture lands, and the stabilization of sand dunes.

Trees are at the centre of everything. Twenty years ago, they were ignored, or simply seen as a source of furniture and

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The WORLD COMMISSION ON CULTURE AND DEVELOPMENT, established last December under the Presidency of former United Nations Secretary General Javier Perez de Cuellar, will present its final report at the end of 1995 to the UN General Assembly and UNESCO's General Conference. Comprised of 12 members and five honorary members, it will hold four regional working sessions during 1994-1995. The Commission's work is centred around five fundamental questions: the impact of cultural and socio-cultural factors on development; the impact of social and economic development on culture; the relationship between culture and models of development; the influence of cultural development on individual and collective well-being; the role of cultural activities and artistic creativity as such and also in development and international cooperation.

▼

In view of the persistence of inequalities between the sexes, UNESCO carries out many specific activities in favour of **WOMEN.** In all of its fields of competence, the Organization seeks to promote the participation of women in the political, economic, social and cultural life of society, whether to improve access to education or scientific training, or to sensitize public opinion to the many forms of discrimination. In preparation for the Fourth World Conference on Women (Beijing 1995) a international seminar will be organized in Seoul (Korea) in 1994 on the sexual exploitation of human beings. Participants at the meeting will prepare a draft Convention against sexual exploitation and launch an international campagne to collect signatures for its adoption. The budget for the totality of these activities in 1994-95 will be nearly $7 million, an increase of about 50 per cent.

firewood. Now they are the heros of the struggle against the scourges of drought, erosion, degraded soil and lack of animal fodder. *"In the present, very serious crisis for the Sahel's environment and resources, agro-forestry is increasingly seen as a solution , if not THE solution."* noted the project's final report last December.

As a result, says Pape Nd. Sall, the project representative in Senegal and the country's forest production research director, experts have concentrated on *"woody"* species of trees, shrubs and bushes which can help build soil fertility when the ground is not under crops, slow down wind erosion or help corral livestock. Research has been carried out on acacia shrubs whose leaves and buds sprout during the dry season when cattle have little food and which become bare during what would be the rainy season, thus allowing other plants nearby to grow. These are still pilot projects - experiments undertaken on what he called *"demonstration plots"* with *"the farmers in the regions concerned looking on with great interest"*.

In Mauritania, too, reafforestation helped motivate and mobilize the local people. Participation of the population varied from country to country, but, on the other hand, many experts considered the project's duration (36 months) too short .

HIPPOS

In Burkina Faso, the project focused on studying the flora and fauna in the *"Mare aux Hippopotames"* (Hippos' Pond) Biosphere Reserve.

Pape Nd. Sall says the RCS-Sahel project has worked because it has focused on several *"models"* of this kind instead of diluting its energies in each of the countries involved. *"The idea was to give maximum help to someone who has run a successful project,"* he said *"to ensure that it continued just as successfully, and so it could be repeated elsewhere, instead of spreading funds too thinly."*

He is pleased about the level of follow-up on the project, featuring an annual regional evaluation meeting which also maintains a dynamic current of exchange among participants.

In four other CILSS countries (Cape Verde, Chad, the Gambia and Guinea-Bissau), efforts centred on training and on study missions, often with input from other African or European countries. Apart from help with training at the national level, 184 zootechnicians, veterinarians, agronomists, foresters, biologists and other specialists attended regional seminars on topics like vegetation study techniques, environmental protection and the water-soil-plants-atmosphere relationship.

Fifteen young scientists were given grants to help them specialise. A number of handbooks were published - on soil fertility, protection of the environment and natural resources, and on *"approaches and methods for interdisciplinary research applied to the management and development of the Sahel"*.

SHORTAGES

In their report, the specialists nonetheless criticized some aspects as *"piecemeal"* or *"rather thinly spread"*. They pointed out that the shortage of research staff - namely administrators and technicians, was still *"especially acute"* in the poorest countries like Chad, Mauritania and Niger. They also stressed the need to step up involvement of local communities and to boost regional activities by pushing for greater communication and cooperation between institutions and better application of results.

Mohamed Skouri of UNESCO's Ecological Sciences Division, however, insists on the positive accomplishments of the project, notably *"the introduction of active, inter-disciplinary teams"* and the steps to *"encourage Sahel countries to exchange experiences"*. He also praises the joint study missions. *"Species experimented in Senegal to serve as hedges or windbreaks have already been used elsewhere,"* he said. In Mali, the project organizers who did the groundwork for a rural development scheme in a village in the *"Boucle du Baoulé"* (Baoulé Loop) Biosphere Reserve *"were able to draw on fallow land studies in Senegal,"* notes Mamadou Sékou Sissoko, the project representative there.

A German evaluation mission considered that *"the general aims of this first phase have been achieved"* and that training and exchange of scientific information was of *"the highest interest for the rational management of the Sahel's natural resources"*. In view of the *"quality of results,"* Germany has allotted an additional $475,000 for a second phase of intensified research in 1994-95.

Nicolas MICHAUX

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Feeding refugees is not enough; their minds and spirits need nourishment too. The French NGO, Enfants Réfugiés du Monde, has set up centres in four refugee camps on the outskirts of the Croatian capital, Zagreb, to provide schooling for 2,800 Bosnian and 150 Croat children. UNESCO's CO-ACTION PROGRAMME has been asked to raise $24,000 to equip the centres and buy teaching materials. This is just one of 43 projects to be featured in Co-Action's 1994

"FEEDING REFUGEES IS NOT ENOUGH" (Photo UNESCO).

catalogue. Each year the Programme appeals for funds from individuals or groups to support such grass-roots activities in developing countries and in aid of refugees and the handicapped. Contributions go direct to projects. All costs are borne by UNESCO.

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The ***WORLD FOUNDATION FOR RESEARCH AND PREVENTION OF AIDS*** was created last January by UNESCO Director-General, Federico Mayor and AIDS virus discoverer, Prof. Luc Montagnier to raise funds and promote research on a global scale. In an initial phase, it is establishing three pilot clinical testing centres, the first of which is already functioning in a Parisian hospital, where new therapeutic methods can be quickly evaluated on HIV-positive people. Another Foundation/UNESCO project will provide education grants for AIDS orphans in Uganda, set up a UNESCO Chair at the University of Makerere and prepare culturally adapted material on AIDS prevention for the population in general.

REVIVING FES

A new direction and purpose for the campaign to safeguard the ancient Moroccan city.

More than 500 million dollars. That was the estimated cost of renovating the Fes medina when in 1980 UNESCO launched its international campaign to safeguard the ancient Moroccan city. It proved an impossible sum to find, and Fes, a world heritage site, has become poorer and more over-crowded than ever: 40 percent of the city's houses are deemed to be in very bad condition.

Consequently, the goals have now been pegged back to a more realistic target. A study - a sort or preliminary urban plan - has just been completed with UNDP's and UNESCO's support, the key phrase of which is *"a coherent and credible strategy"*. *"Coherent"* because solutions are needed for *"complex problems"*. In other words, there's no point in renovating one house if the surrounding neighbourhood is falling down. And *"credible"* with the designation of a *"reference"* zone, covering some 1,320 houses and 21,000 inhabitants, where wide-scale renovation will be carried out. This zone was chosen because it was felt that visible results could be achieved in a few years there, results which are likely to spill over into the rest of the old city. But 65 million dollars over five years remain to be found.

A "COMMON" WEALTH

The plan is based on the concept that a city is the *"common"* property of a community, whose members and institutions must work together to save it. This spirit ties in well with the philosophy of the agency charged with the restoration work, ADER: *"Fes is like a living record of human history, and it is by the people and for the people that it must be preserved"* sums up ADER director, Abdel Hacif el Hajjami. Thus, residents are encouraged to renovate their own homes: loans are made available for this and rents are allowed to increase, on the basis that people must be able to make good their investments. The inhabitants contributed their labour, for example, to rebuild the sewage system. Polluting or otherwise unsuitable activities must be moved out of the old city centre, or readapted, as it's not just the site that must be protected but a way of life. Half the city's economic activity, after all, is concentrated around the medina, which counts a population of some 160,000.

If the results so far have not been as extensive as hoped, the efforts already made by local authorities are substantial: streets and small alleyways have been more or less well paved, and water and electricity now reach almost all homes.

Thanks in part to the campaign led by UNESCO, Moroccan sponsors as well as donors from all over the world are financing the restoration of a number of monuments - such as the Dar Adyel Palace, which will once again become a music conservatory, or the medersa (Koranic school) Bou Inania. A database will inventory all the monuments and a training centre for traditional restoration techniques has been set up.

The Second International Symposium on World Heritage Towns, to be held in Fes in early September should provide a good opportunity to relaunch the safeguarding programme. *"Fes is like an ancient living organism"* says one old man. *"But unlike a human body, our city cannot die."*

THE TANNING INDUSTRIES ARE PART OF THE CITY'S ECONOMIC LIFE AND A MAJOR POLLUTER (Photo UNESCO/Dominique Roger).

Nicolas MICHAUX
and Amina BEN BOUCHTA in Fes

● **Monitoring the state of world heritage sites and providing support for their improved management and protection will be the main tasks of the WORLD HERITAGE CENTRE during 1994-95.**

THE KASBAH OF ALGIERS (Photo D. Dracourt).

The Centre was set up in 1992 to promote more vigorous application of the 1972 Convention to which 134 States are already parties.

▼ **The elaboration, adoption and ratification of international normative instruments also figures among UNESCO's tasks. Some 30 *INTERNATIONAL CONVENTIONS* have been adopted under UNESCO's auspices, the best known of which are the Universal Copyright Convention (of which the © sign signifies that a particular work is protected worldwide), and the World Heritage Convention.**
Two new instruments are likely to be adopted by the next General Conference: on the status of higher education teaching personnel and the recognition of studies and qualifications in higher education.

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A TWO-WAY DEAL

Newspaper twinnings open the way for a better understood and stronger press in the developing world.

"Cooperation between publishers within Africa and between publishers of the North and the South (for example through the principle of twinning), should be encouraged and supported", said a May 1991 seminar to promote an independent and pluralistic press in Africa. The recommendation by the conference, sponsored by UNESCO and the United Nations and held in Windhoek, Namibia, has not been forgotten.

The spread of democracy in Africa has also meant the emergence of independent private media. The new press has plenty of problems, mainly financial, which cannot be solved by professional North-South media solidarity alone. But the press in the North, with its greater experience, can help papers in the South be more efficient and thereby economically sound.

With this in mind, a programme of five newspaper "twinnings" was launched by the International Programme for the Development of Communication (IPDC - see brief this page) in 1992-1993 with the help of $50,000 from UNESCO and in partnership with the non-governmental organisation Reporters Sans Frontières. The first was initiated in February this year between the southern French regional daily Le Midi-Libre and Le Mauricien, the main press grouping in Mauritius.

PLUNGING IN

An experienced journalist from the North shared his skills with the reporters and sub-editors of the South, and a journalist from the South took part in the life of a big Northern newsroom. *"Coming from a country with less than one million inhabitants, I had no idea of the importance of regional newspapers or the complications of bringing out 21 different local editions every day,"* said Georges Alexandre, the Mauritian journalist who went to Le Midi-Libre. Alexandre used his stay to finish his training in management and marketing.

For Jean-Laurent Truc, a senior sub-editor from Le Midi-Libre who went to Mauritius, the exchange was *"a largely human experience."* While he was there, he helped launch a new weekly, Le Mauricien Pluriel, and trained 20 journalists from four of the group's publications in editorial organisation and methods. *"After a look around, I plunged in and got to work. After that, there was the pleasure of creating something together, of completing a project,"* he said.

The twinnings also involve exchanging copy. Each paper can print the other's articles. And if there are "problems," the Northern paper agrees to print material

THE FIRST TWO NEWSPAPERS TO BE "TWINNED" UNDER THE IPDC - REPORTERS SANS FRONTIERES PROJECT (Photo UNESCO).

censored out of the Southern paper by the authorities and to alert foreign public opinion.

The success of the exchanges depends first of all on the individuals involved, say Truc and Gilbert Ahnee, editor of Le Mauricien, stressing the importance of mutual respect for the different rhythms and cultural traditions of each paper.

"Each twinning has its own magic" says Ahnee, *"but success is first and foremost dependent on the people involved."*

"Beyond the enthusiasm of the first exchanges, the usefulness of North-South twinnings will become clear over time," says Reporters Sans Frontières. The programme is on track and four more twinnings are planned.

Myriam KADER

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In the field of communication, UNESCO relies on three programmes for the implementation of its activities: the **INTERNATIONAL PROGRAMME FOR THE DEVELOPMENT OF COMMUNICATION** (IPDC), the **GENERAL INFORMATION PROGRAMME** (PGI) and the **INTER-GOVERNMENTAL INFORMATICS PROGRAMME** (IIP).

Essentially, the IPDC works to reinforce the communications capacity of developing countries, be it through provision of infrastructure or human resources.

With media freedom, pluralism and independance as its guiding principles, the IPDC during 1994-1995, will concentrate its support mainly on Africa's budding independent press.

The PGI provides access to knowledge and know-how in the treatment of information and research in this domain, by training specialists and coordinating information systems in developing countries. It will also undertake a new project in the coming biennium, the "Memory of the World", aimed at safeguarding endangered library collections and archives.

The IIP, which helps developing countries establish their informatics systems, has some 40 new projects planned for 1994-1995, with priority being given to African networks and the training of women and young people.

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LOOKING AHEAD

Each year, UNESCO convenes about 50 conferences attended by representatives of Member States, as it helps set up about another 50 meetings for specialists. In addition, tens of thousands of men, women and young people each year attend courses, workshops, and training seminars organized by UNESCO worldwide. The **PRINCIPAL MEETINGS** to take place during the 1994-1995 period include: two **INTERNATIONAL CONFERENCES**: the World Conference on Special Needs Education (Salamanca, Spain, June 1994); and the International Conference on Education (Geneva, Switzerland, September 1994). A **CONFERENCE OF MINISTERS OF EDUCATION** and those Responsible for Economic Planning in the Arab States (Cairo, Egypt, June 1994). Four regional sessions of the **INTERNATIONAL COMMISSION ON EDUCATION FOR THE 21st CENTURY** in 1994, and a fifth and final meeting in Paris in 1995. Three regional sessions in 1994 and another in 1995 of the **WORLD COMMISSION ON CULTURE AND DEVELOPMENT** which will present its final report to the UN General Assembly and UNESCO's General Conference and 1995. Sessions of **INTERNATIONAL & INTERGOVERNMENTAL COMMITTEES AND COUNCILS**: for the International Geological Correlation Programme (February 1994 and 1995); the Man and the Biosphere Programme (November 1994); the International Hydrological Programme (1995); the World Decade for Cultural Development (April 1994); the World Heritage (December 1994 and 1995); the Universal Copyright Convention (June 1995), and the Rome Convention (1995); the International Programme for the Development of Communication (end 1994 and 1995); the General Information Programme (November 1994); the Intergovernmental Informatics Programme (December 1994). Two **GENERAL ASSEMBLIES**: of the Intergovernmental Oceanographic Commission (June-July 1995); of States Parties to the World Heritage Convention (second half 1995).

The **EXECUTIVE BOARD** will, as usual, meet biannually and, finally, the **GENERAL CONFERENCE** will hold its 28th session in the last quarter of 1995.

SOURCES